



State of Wisconsin Department of Public Instruction

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An AYP Primer

Adequate yearly progress (AYP) is one provision in the federal Elementary and Secondary Education Act (ESEA), which was first enacted in 1965 and reauthorized in 2001 as the No Child Left Behind (NCLB) Act. The act encompasses 45 federal programs that distribute more than \$22 billion in education funding to the states. All school districts in Wisconsin receive some federal funding under ESEA.

NCLB Requirements

Title I, which recognizes the historical link between poverty and low achievement, is the largest of the ESEA programs. School districts receive Title I funding based on the number of children ages 5-17 living in poverty and target funding to their neediest schools. Of the state's more than 2,200 schools, 1,120 are sharing \$152 million in 2005-06 federal Title I funding to supplement educational opportunities for children who live in high poverty areas: 797 for targeted assistance and 323 as school-wide schools.

Because the state receives and distributes Title I funds, it is subject to federal accountability requirements. AYP is one of the requirements of the accountability system. State-level accountability requirements are

- Implement a statewide accountability system that ensures all students will be proficient or better in reading and mathematics by 2013-14.
- Test all students in reading and mathematics in grades 3-8 and once in high school by 2005-06. Test students in science at least once in grades 3-5, 6-8, and 9-12.
- Establish AYP objective targets (see table below) that all schools and districts must reach each year.
- Measure and report on the progress of all students and for student groups based on racial/ethnic groups and English proficiency, disability, and income status.
- Identify schools that did not make AYP for all students or any subgroup of students for two or more consecutive years.
- Require all teachers teaching "core academic subjects" to be highly qualified. Core academic subjects under ESEA means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.
- Develop a state report card with specific reporting elements prescribed in the law.

Adequate Yearly Progress Proficiency Index

Annual Measurable Objectives (AMO)

		Proficient or Advanced	
		Reading	Mathematics
Starting Point	2001-02	61.0%	37.0%
	2002-03	61.0%	37.0%
	2003-04	61.0%	37.0%
Intermediate Goal (New 3-8 tests begin)	2004-05	67.5%	47.5%
	2005-06	67.5%	47.5%
	2006-07	67.5%	47.5%
Intermediate Goal	2007-08	74.0%	58.0%
	2008-09	74.0%	58.0%
	2009-10	74.0%	58.0%
Intermediate Goal	2010-11	80.5%	68.5%
Intermediate Goal	2011-12	87.0%	79.0%
Intermediate Goal	2012-13	93.5%	89.5%
Goal: All Proficient	2013-14	100.0%	100.0%

How Does AYP Work

Under ESEA, all Wisconsin school districts and individual schools within each district must meet the state's four AYP objectives each year. The first two objectives, based on Wisconsin's statewide standardized tests in reading and mathematics, have proficiency targets that move progressively from the 2001-02 starting point to 100 percent proficient by 2014. The U.S. Department of Education approved Wisconsin's progressive targets for reading and mathematics proficiency because the early years will be spent implementing state and local support efforts to improve student achievement.

Beginning in 2005-06, schools and districts in Wisconsin are evaluated for student achievement in reading and mathematics using a Proficiency Index. The Proficiency Index awards 1.0 points for all students scoring at the proficient and advanced proficiency levels on statewide tests and 0.5 points for all students scoring at the basic level. For 2005-06, the required Proficiency Index is 67.5 percent in reading and 47.5 percent in mathematics. In addition, schools and districts are expected to meet the other objectives in the annual AYP review:

- 95 percent of their enrolled students participate in Wisconsin Student Assessment System (WSAS) reading and mathematics assessments, which includes the *Wisconsin Knowledge and Concepts Examinations-Criterion Referenced Test (WKCE-CRT)* and the *Wisconsin Alternate Assessments* for Students with Disabilities and English-Language Learners.
- a high school graduation rate of 80 percent and elementary and middle school attendance rates of at least 85 percent, or show growth from the prior year on these indicators.

The four AYP objectives apply to all students as well as to subgroups of students of a sufficient size. Schools that miss the same AYP objective for one or more student groups for two consecutive years are identified for improvement and may face federal sanctions if they receive Title I funds.

Wisconsin's accountability plan has additional "Safe Harbor" provisions for schools that do not meet the reading or mathematics objectives. Those provisions require that schools reduce by 10 percent the number of students scoring at the basic or minimal performance categories *or* the inverse of their Proficiency Index (100 percent minus their Proficiency Index) on WSAS reading and mathematics tests *and* reach the goal for the other academic indicator (graduation, attendance, or science proficiency) as the second provision of Safe Harbor.

Refining and Applying the AYP Formula

Because NCLB includes sanctions among its provisions, the Department of Public Instruction (DPI) worked with the U.S. Department of Education to use new guidelines to refine Wisconsin's formula for evaluating schools to maximize consistency around AYP decisions and minimize the potential for errors in determining if a school or district made AYP. The DPI applies statistical procedures to ensure greater reliability and to avoid over-identifying schools for improvement. Student proficiency is based on the achievement of students enrolled for the full academic year (FAY), and district accountability is divided into grade spans. A district must miss the same AYP target across elementary, middle, and high school for two consecutive years to be found in need of improvement. (Note: Calculations used for accountability purposes differ from those used for general public reporting of test data such as the Wisconsin Information Network for Successful Schools (WINSS).)

Schools receiving Title I funds are subject to sanctions that range from writing and implementing a school improvement plan to restructuring of the school. For example, a school identified for improvement at Level I (two years of missing AYP on the same indicator) must begin a school improvement process that includes writing a school improvement plan. In addition, the school must offer parents the opportunity to send their child to another higher-performing school in the district. The subsequent years of school and district improvement are described in the grid, *Levels of Accountability*, available on the DPI website at < <http://dpi.wi.gov/oea/doc/sifilevels.doc> >. Although only schools receiving Title I funding are subject to ESEA sanctions, all schools identified for improvement will have access to consultation and technical assistance to improve student achievement.

Additional ESEA/NCLB Resources

Wisconsin Department of Public Instruction

No Child Left Behind - Implementation of the reauthorized Elementary and Secondary Education Act in Wisconsin — <http://dpi.wi.gov/esea/background.html>

Office of Educational Accountability - Accountability — <http://dpi.wi.gov/oea/accounty.html>

Criteria for the Annual Review of School and District Performance - Year of Testing and Sanctions for Schools or Districts Not Making AYP — http://dpi.wi.gov/oea/acct_sch.html#annualreview

Wisconsin Information Network for Successful Schools (WINSS) — <http://dpi.wi.gov/sig/index.html>

U.S. Department of Education — <http://www.ed.gov>